Implementation of the Individualized Career Plan in Effingham Unit Schools

Larry Micenheimer

Eastern Illinois University

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IMPLEMENTATION OF THE INDIVIDUALIZED CAREER PLAN IN

EFFINGHAM UNIT SCHOOLS

(TITLE)

BY

Larry Micenheimer

FIELD EXPERIENCE

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF

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Implementation of the Individualized Career Plan
in
Effingham Unit Schools

Submitted for the Course
Educational Administration 6910
Field Experience in Administration
Dr. Merigis

Larry Micenheimer
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Abstract

Statement of Purpose

The purpose of this field study was to develop an Individualized Career Plan program for use at Effingham High School. An Individualized Career Plan is based on a process that relates a student's formal learning experiences to his/her career goals. The Individualized Career Plan is a tool for students and staff to use to coordinate school career developmental experiences. The Individualized Career Plan is used as a roadmap for the future to help students make effective career decisions.

Procedure

A review of the literature and research included information from field test sites around the state and from area high schools. The Illinois State Board of Education, Division of Adult, Vocational, and Technical Education developed an Individualized Career Plan Implementation Manual to help schools in implementing the program. Several different formats of the Individualized Career Plan have been prepared and used successfully in the field test sites. Sample Individualized Career Plan formats were collected and examined from the field test sites. Materials collected were further reviewed and sampled by small groups of students at Effingham High School.

Since the Individualized Career Plan is a vehicle for coordinating career-related activities, most of the resources already existed in the school setting. A readiness instrument was used to assess the status of career development activities in Effingham High School. The Individualized
Career Plan for Effingham High School was targeted to improve communication and coordination of activities within the school. The Individualized Career Plan makes efficient and effective use of the school's resources.

**Results**

The Individualized Career Plan developed in this field study is a flexible document designed to increase student awareness of the importance of career planning and preparation as an integral part of their educational program. The Individualized Career Plan helps guide each student in the development of short and long range plans for education, of relevant activities, experiences, and services. The information gained through Individualized Career Plan development will not only help students select their careers but will help maintain their direction as they progress through school.
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CHAPTER I
OVERVIEW OF THE PROBLEM

Introduction

From this study of the Effingham, Illinois, Unit Schools' career education and career guidance programs an Individualized Career Plan was developed and implemented to meet the needs of the students. Because the Individualized Career Plan is a flexible, student-centered program, much attention was focused on the individual student. An Individualized Career Plan is a written plan of an individual's emerging career goals and a collection of career development activities that facilitate the attainment of those goals. Although the actual plan is in written form, the Individualized Career Plan is flexible to meet the unique needs of the student. With the formalized Individualized Career Plan program, students are encouraged to develop written short and long-range plans for education, training, and employment. The Individualized Career Plan facilitates the coordination and delivery of relevant learning activities, experiences, and services.

Statement of the Problem

As our country moves through the last quarter of the twentieth century, the problem of assisting youth to enter the mainstream of our society has become increasingly complex.¹ Too many persons leave our educational system at both the secondary and the collegiate levels unequipped with the voca-

tional skills, the self-understanding, the career decision-making skills, and the work attitudes that are essential for making a successful transition from school to work.\(^2\) Because of their inability to make decisions, students delay important decisions because they know they really have no valid basis for deciding.\(^3\) Education can take a major responsibility in the solution of the problem. Educational programs can be provided to assist all students in making appropriate educational and occupational decisions. These concerns have given impetus to the development of career education programs.\(^4\)

Career education represents a solution to the many problems facing education in America: large numbers of students dropping out, and dropping out earlier; high school graduates deficient in basic academic skills, or not prepared for the simplest of jobs; college students changing their majors each time a new career choice is placed in front of them; and young people everywhere consistently disillusioned with what they view as an irrelevant education.\(^5\)

Because of the changing nature of high technological society, career development is now a life-long process. The phases of career development are continually recycled throughout life. The primary responsibility for evolving a productive and rewarding way of life rests upon the individual. In enabling individuals to assume such responsibility, it becomes the task of the school to relate what goes on in the classroom to what people do beyond the walls of the school and to provide leadership for all students in developing self-understanding and planning for present and future needs.

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\(^4\)McKinley, op. cit., p.2.

\(^5\)Ibid.
of rapidly changing society. Because students do not know how to make career decisions, many career decisions are left to chance. Without career education students really do not know much about the world outside their local area. The world then becomes a very small world. Often these entry level jobs do not lead anywhere but to a dead-end career. Clearly students need to make wise career decisions.

The call for education reform is present at national, state, and local levels. As the educational leaders of the schools, administrators are asked to re-shape the direction of the schools. Administrators must get vigorously involved in the re-shaping of the schools of our nation. Administrators must convert the present fervor for educational reform and change it into significant results for children. Educational leaders must respond individually and collectively, to the challenge of education reform.

Career education, while obviously not the answer to the calls for reform, has clearly shown itself to be an effective, inexpensive approach to positive educational change. Administrators can take a step toward reform through the development and implementation of the Individualized Career Plan. For communities faced with the inability to raise large new amounts of money for education and insistence on some positive educational reform, the Individualized Career Plan program can be a positive contrib-

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6 Hannon, op. cit., p. 3.
7 Friel, op. cit., p. 2.
9 Ibid.
utor to educational reform. With the administrator's focus of time and energy, the Individualized Career Plan can be an effective, inexpensive approach to positive educational change.

Limitations of the Study

Effingham, Illinois, is located in south-central Illinois with a population of 11,400. The Effingham area is an agricultural area with many related agri-businesses. Large employers in the community are World Color Press and Fedders Corporation. The Effingham Unit 40 schools contain 2690 students and 158 certified staff members. During the 84-85 school year, Effingham High School's enrollment was 815. Students participating in the Individualized Career Plan numbered 188 and were ninth graders at Effingham High School.

Definition of Terms

For the purpose of clarity, the following terms and definitions are provided:

Career: the sequence of occupations and other life roles which combine to express an individual's commitment to work in his or her total pattern of self-development; which includes the paid or unpaid positions held by a person, as well as work-related roles such as those of student, employee, family member, community member, and so on.

Career development: those aspects of an individual's experience that are of relevance to personal choice, entry, and progress in educational, vocational, and avocational pursuits.

Career guidance: a systematic program of counselor coordinated information and experiences designed to facilitate individual career development and career management.12

Career education: Children should be prepared for the world of work through career awareness, exploration, and orientation programs. All types of occupations should be shown as having an important place in today's world.


12Ibid.
Career guidance programs: a set of developmentally planned experiences in a number of areas such as career planning and decision-making, which address the career interests, expectation, and aspirations of all students regardless of race, age, sex, grade level, or occupational choice.13

The Illinois State Board of Education and the Division of Adult, Vocational, and Technical Education has developed and encouraged local school districts to implement the Individualized Career Plan program. The Individualized Career Plan is a tool for students and staff to use to coordinate school career developmental experiences. Although the Individualized Career Plan is in written form, it is important that the plan be a dynamic, flexible instrument. Under the leadership of the Illinois State Board of Education and the Division of Adult, Vocational, and Technical Education, an Individualized Career Plan implementation manual was developed for use by the local school districts. While the Individualized Career Plan program is similar in concept to the Individualized Educational Plan mandated for special education students, it is not as time-consuming or detailed as an I.E.P. The Individualized Career Plan tends to place more responsibility on the student for plan development. It is important that the Individualized Career Plan be student-centered; therefore, the student should have the greatest responsibility for the development and implementation of the plan. Based on individual interests, aptitudes, and activities,


15 Ibid.

16 Ibid.
an Individualized Career Plan is developed to map educational experiences necessary for the attainment of career goals. Therefore, Individualized Career Plan development requires a student having knowledge of all educational programs and program course sequences.\(^{16}\) Because of the scope of the Individualized Career Plan program, it is more than a guidance or vocational department project. It requires total school district involvement.

**Board of Education Commitment**

A first step in the implementation process was a written commitment by the Board of Education to the Individualized Career Plan program. The Effingham school district has established a written statement supporting career education as part of the district's instructional program (see Appendix A). The support of the Board of Education and the Superintendent was needed for a successful program. The school district also designated the Vocational Director to supervise the implementation and evaluation of the Individualized Career Plan program.

**Involvement of Citizen's Advisory Committees**

Several citizen's advisory committees currently exist for the different areas of vocational education. Separate citizen's advisory committees are used in home economics, agriculture, business, and technical education. The citizen's advisory committee members are a diverse group of people with a variety of formal learning and work experiences. Although the committees were developed to assist vocational education, the citizen advisory committees can help with the Individualized Career Plan that benefits all students in the high school.

\(^{17}\)Ibid.
For best results, these separate citizen's advisory committees must be involved in the Individualized Career Plan program from the beginning. One of the weaknesses of having the separate advisory committees is the overlap of their roles and duplication of effort. The citizen's advisory committees must understand the purpose and the role of the Individualized Career Plan program. The citizen's advisory committees meet at different times during the school year as needed. During meetings an orientation program was given to explain the Individualized Career Plan program to the committee members. Citizen's advisory committee input into the implementation and evaluation of the program was important.

Readiness Evaluation

The Individualized Career Plan implementation manual includes a readiness scale that has been developed to assess career developmental activities in a school. The local educational agency must first evaluate existing career education and career guidance programs to develop an Individualized Career Plan program that is unique to the local needs of the school district.

The Individualized Career Plan readiness scale identified perceived strengths and weaknesses in the school. The Individualized Career Plan program served as a coordination and communication vehicle for the school in planning for the needs of the students. The readiness scale pointed out weaknesses and gaps in the career education and career guidance programs. When areas of weaknesses are identified, school district efforts can be concentrated.

In Effingham, the readiness scale was given to the guidance counselors, high school assistant principal, high school principal, department heads, and the members of the Individualized Career Plan development team. The
averages of the scores were reviewed to determine perceived strengths and weaknesses. The graph of the Individualized Career Plan readiness scale illustrated areas of concern. (see Appendix C). Those items found to be high in importance and low in implementation were given priority in the development process. Areas of concern for the Effingham schools centered around various career planning activities and review and revision of career plans with students.

The Individualized Career Plan program also needs a group of school personnel who understand the concerns of various groups and can represent their interests. When selecting members of the program development team, it was necessary to consider such factors as teacher's department, motivation, timing, flexibility, differences of group members, linkage to resources, and ongoing communication with the total organization. Because of the time and effort involved, it was not practical nor possible to involve all staff members in the program development process.

The program development team included all the guidance personnel in the school district because of the counselor's role and responsibility in the Individualized Career Plan program. The counselors at Effingham High School are primarily involved in the operation of the Individualized Career Plan program activities and organization. Elementary guidance personnel must also understand the program to improve articulation between the high school and the grade schools. The program development team included: the Assistant Superintendent of Curriculum, the Vocational Director, the two high school administrators, and three teachers.

Individual teachers were recruited based upon their interest in career

education, their willingness to accept change, and their leadership and communication skills with the rest of the faculty. Systematic career guidance program development relies on group efforts because change is an ongoing process which results in continuous renewal of the program.¹⁹ When a number of groups are involved in a change process, their input is needed for program development and revision. The success of the Individualized Career Plan program depends on the leadership, time, resources, and planning of the career education development team.

Based on the results of the readiness scale a list of priorities was developed to improve career development activities in the school district. Priorities for the Effingham schools include: increasing student use of information sources for career exploration; developing a sequential course of study for the high school students (four year plan); providing activities to help students describe their emerging career goals; providing a systematic process for students to review their career goals and revise their educational plans according to their new interests; and encouraging greater parental involvement in the career planning process. The Individualized Career Plan program serves as an internal change agent to improve career education and career guidance programs in the Effingham school district.

Field Test Sites

Individualized Career Plan field test sites were established in thirteen school districts in Illinois. (see Appendix C). Field test sites were contacted for ideas and potential materials for implementation of the Individualized Career Plan program in Effingham. Eleven of the thirteen field test sites responded to the inquiry and sent sample materials that had been implemented in the field test schools. The materials consisted

¹⁹Ibid.
of worksheets and materials that were developed for use in small groups. Many of the field test sites had developed similar program materials and content. Some schools had developed a unique activity or creative approach to subject matter in the Individualized Career Plan. By examination of the field test site materials, it was easy to put together some ideas for use at Effingham High School. All the field test sites reported great success with the Individualized Career Plan. The results of the field test evaluation are summarized below:

1. One hundred percent of the field test sites agreed that the ICP process increased the student's awareness of the importance of career planning as part of their educational program.

2. Eighty-five percent of the students in field test sites developed a personalized plan that related educational and career choices to their own interests, abilities, and aptitudes.

3. One hundred percent of the field test sites agreed that local schools should assist students in the development of short and long-range plans to education, training, and employment.

4. One hundred percent of the field test sites agreed that the ICP process should be continued after the field test and should be expanded to other schools in Illinois.20

Upon examination of literature and materials from the field test sites, an Individualized Career Plan was developed for Effingham. The Individualized Career Plan developed for the Effingham schools was unique to the perceived needs of the local community and students.

20Batsche, op. cit., p. 2.
The implementation process will take four years to complete. Beginning with the 1984-85 school year, the Individualized Career Plan was implemented with the freshman class. Each year's freshman class will be added until all four grades of high school students are included in the Individualized Career Plan.

Because the Individualized Career Plan is an excellent organizational tool for the existing career education and career guidance programs, the initial proposal included all existing programs in a rough outline. The initial plan developed in this study may be greatly different from the final Individualized Career Plan completed in 1988. By design, the Individualized Career Plan is a flexible tool easily adapted to the needs of students and school personnel.

A folder-style Individualized Career Plan is easily adapted to make the four year implementation process flexible. Materials have been easily added or removed from the folder. Materials have been adapted to meet time and schedule problems. The first year of the implementation process of the Individualized Career Plan represented the bridge between theory and reality. Process across that bridge was tedious and required continual assessment of the needs of the people involved in the program. It was crucial during the implementation process to carefully evaluate the process at every opportunity.

Both formal and informal evaluation of the Individualized Career Plan
was needed if an accurate picture of the effectiveness of the program was to be obtained. In the first year, many problems have been encountered. Most of the difficulty was centered around time restrictions. Many of the career guidance activities of the Individualized Career Plan have taken more time than was projected. The classroom teachers have been very supportive of the project, but greater efficiency in the use of class time for Individualized Career Plan activities has been a topic of concern. Field testing the materials with a small group of students has helped iron out some of the problems.

A classroom number of students, rather than the entire freshman class, was used to field test the different Individualized Career Plan activities. After participating in a career guidance activity, students were asked for their feedback. With student input, the counselors adapted the Individualized Career Plan activities to fit the time available.

Change During Implementation

Because of the increased time spent with the freshman class, the counselors have restructured their time and calendar. Many of the time-consuming, paperwork duties have been delegated to the secretary. Student assistants have also handled some of the less essential clerical duties. Other responsibilities have been given a lower priority in the counselor's time. Certain duties and responsibilities are common among school counseling programs through the proportion of time spent on each function varies according to the focus of the program. With the added responsibility of the Individualized Career Plan some counselor functions have been curtailed or eliminated. With the organizational features of the Individualized

Career Plan more efficient use of the counselor's time was possible. With the increased demands on the counselor's time, many activities that were routinely completed were closely examined to determine their worthiness. With the implementation of the Individualized Career Plan, new life was brought into the career guidance program. Examination of the career guidance program presented the opportunity to change some counselor functions and re-direct efforts into new areas. A careful housecleaning of counselor roles and responsibilities was an effective way to give the career guidance program new life and direction. Implementation of the Individualized Career Plan gave the guidance personnel a chance to maximize program services with the available resources.

During the implementation process many things were changed to better meet the needs of the students and the school. The projected plan for the Individualized Career Plan also included the growth and expansion of the career resource center at Effingham High School. Materials from the career resource center are needed to supplement the Individualized Career Plan. Because of the Individualized Career Plan, the career resource center materials have been expanded. Money for career resource materials was available through the Career Guidance Center. With little cost to the local district, career resource materials have been expanded and brought up to date through Vocational Guidance Improvement Grants available from the Region 9 Career Guidance Center sponsored by the Illinois State Board of Education.

During the implementation of the Individualized Career Plan, in-service training was important to help teachers best utilize the Individualized Career Plan and the career resource center in their classes. To be most successful, the Individualized Career Plan has been a school-wide program rather than a guidance program only. In-service programs have been essential
to the continued success of the Individualized Career Plan. After the teachers became aware of the Individualized Career Plan, it was important to get the teachers involved through curriculum development.

Implementation of the Individualized Career Plan was a long and tedious process. Because of the flexibility of the program, changes have been made easily. Many problems have developed along the way as more classes became involved in the Individualized Career Plan. The implementation process has produced some problems for the guidance staff. A strong commitment to the merit of the program made the implementation process more tolerable. The commitment to maximize the guidance counselor's services and career guidance services made the effort worthwhile. There are currently many forces impinging on the growth and stature of the school counseling profession: declining enrollments, reduced financial resources, changing student attitudes, teacher and administrator disillusionment and stress, increased frustration with parental roles, increased social pressure, and interprofessional rivalry. The Individualized Career Plan gave the school a visible direction to career guidance programs.

**Evaluation during Implementation**

Evaluation of the Individualized Career Plan has been an on-going process and continuation of the planning-implementation-evaluation cycle. Evaluation procedures and instruments were a part of the initial program. Development of evaluation instruments helped the staff develop realistic and measurable objectives during the implementation process.

Both formal and informal approaches to evaluation of student learning are necessary. For reviewing the effectiveness of each Individualized Career Plan activity, a simple, informal questionnaire was developed. (see Appendix C). Because time restrictions were a major concern, the questionnaire focused on organizational features of the activities. This instrument
also was used to help the teachers and counselors assess the effectiveness of a given activity and to assist in measuring student growth and understanding. At the end of each school year, students are asked to evaluate the year's Individualized Career Plan program. This evaluation was used to assess the long-range student learning goals of the Individualized Career Plan. (see Appendix H). A pre-graduation evaluation will be administered during the last month of school for seniors beginning in 1988.

Evaluation has been a cooperative on-going effort and includes students, teachers, administrators, and parents. The data collected must be thoroughly examined by the program development team. After the Individualized Career Plan has been completely implemented in 1988, evaluation must be included in the existing follow-up instruments. Research data is needed to validate the perception of a need for change and demonstrate that the Individualized Career Plan has accomplished its desired goals and direction. Data from follow-up studies can be compared to the perceived needs in the initial needs assessment at the beginning of the Individualized Career Plan program.

Effective evaluation of career education programs like the Individualized Career Plan was difficult. Because career education was infused into the curriculum, it was difficult to isolate career education instruction and career guidance from regular instruction. It was easier to evaluate a separate program rather than a part of the total instructional program. The organizational features of the Individualized Career Plan have been evaluated to determine if maximum services are offered with the available resources.

Another problem with evaluation of career education programs was related to the types of changes which are goals of career education. There was a shortage of effective instrumentation concerning attitudinal changes. The shortage of effective instrumentation was a significant problem faced during
the implementation and evaluation of the Individualized Career Plan. Informal evaluation did not require tools as precise as those needed for formal evaluation. For this reason, informal evaluation was used a great deal in the implementation and evaluation of the Individualized Career Plan.

During the implementation of the Individualized Career Plan, evaluation was critical to the direction of the program. In the implementation phase of program development, evaluation indicated the areas of strength or weakness in the program. Because of the flexibility of the Individualized Career Plan, it was easily changed to meet the needs of the students and the school. The final product after the four year implementation period will probably be much different from the original design. After the Individualized Career Plan has been implemented for a period of time, data will be available for the long range goals of the program. With this data, further refinement of the Individualized Career Plan will help to better meet the needs of the students. The evaluation and refinement of the Individualized Career Plan will be a never-ending process in order to keep the materials current and to best meet the needs of the students.
A folder-style Individualized Career Plan was selected because of its flexibility and cost effectiveness. A printed booklet is an attractive package but offers little opportunity for easy changing of materials. The outside of the folder contains biographical information, a record of coursework, a list of extra-curricular activities, testing information, and other vocational information that is updated by students during selected Individualized Career Plan activities. The folder is used to store the various career assessment tools, activities, information gathered throughout high school, and materials used in career education and career guidance activities.

Outline of Activities

In Richton Park, Illinois, Rich South High School's Individualized Career Plan booklet contains a very impressive and highly structured outline of career activities. This outline offers students, parents, and staff members the opportunity to see the total content of the Individualized Career Plan program. The structure and sequence of activities made it clear that the career decision making process is a building process throughout a person's life. The timetable offers structure for the career guidance and career education programs of the Individualized Career Plan. In Chillicothe, Illinois, Illinois Valley High School has developed a calendar to highlight the major components of the Individualized Career Plan program. This calendar is also helpful for teachers and guidance
personnel for scheduling classroom time for Individualized Career Plan activities. A sample calendar was developed for Effingham High School to budget both time and resources. The field test sites reported that the organization of the Individualized Career Plan actually saved the counselor's time once the program was developed. (see Appendix D).

**High School Course Selection**

All field test sites had a four-year plan as part of the Individualized Career Plan. Most schools' four-year plans were similar in design and content. Edwardsville High School in Edwardsville, Illinois, had used a four-year plan with an attached copy for reference. One copy of the annual four-year plan was for the parents and the other becomes part of the Individualized Career Plan folder. The four-year plans may be examined to show a student's changing career goals while in high school. The four-year plan developed for use in Effingham was included in the existing eighth grade orientation materials for in-coming freshmen. (see Appendix E).

Individualized Career Plan activity sheets were also developed to explain report cards, mid-term progress reports, and the computation of grade point averages. (see Appendix F). These activities are valuable to new students and freshmen at Effingham High School.

**Assessment**

Various assessment tools, including ACT Viesa, ACT CPP, and ASVAB, are used to help students develop their interests, abilities, and aptitudes in making career decisions. The Individualized Career Plan allows students, parents, and school personnel the convenient use of materials to facilitate the career decision-making process. By keeping the career development activities in a central location and in retrievable form, it has become easier to develop a more comprehensive program. It also encourage students
to take responsibility for their own lives and to make their own decisions. Individualized Career Plan materials are flexible and student-centered to meet students' needs. In general, career education and career guidance materials in the Individualized Career Plan progress from general self-awareness and exploration activities for underclassmen to more specific career plans for upperclassmen. By design, Individualized Career Plan materials are adaptable to a wide range of student needs.

The purpose of education is to equip people with the skills they need to do whatever they wish to do. The purpose of career education is to equip students with the skills which are needed for success in a career. 22

22Friel, op. cit., introduction.
CHAPTER IV
RESULTS OF THE IMPLEMENTATION OF THE PROGRAM

For Effingham High School the Individualized Career Plan program serves an important function of linking together the various testing, counseling, and referral services that are available in career education and career guidance. Many of the students are not familiar with the resources that are available for their use at Effingham High School. Through the Individualized Career Plan, students have become more aware of the facilities, school procedures, and regulatory routines of Effingham High School. Some of the introductory Individualized Career Plan activities help students use available career materials during their free time on a drop-in basis. Without these orientation activities, many students do not use the career resources that are available in the career resource center and in the library of Effingham High School.

Infusion into Curriculum

Various components of the Individualized Career Plan help make regular classes more relevant for students. Illinois Valley High School has developed an activity to show the relationship of high school coursework to careers. The various careers illustrate the high school preparation required. The sequential relationship of high school courses to careers should be developed cooperatively between the guidance personnel and the academic departments of the high school. When the Individualized Career Plan for Effingham was being field tested with students, the faculty was made aware of the program. Faculty members are valuable resources for
Individualized Career Plan activities and can infuse many of the units into the curriculum. Faculty meetings are rarely scheduled at Effingham High School, so the best opportunity to explain the Individualized Career Plan was in department meetings. Developing the relationship between high school classes and careers was an excellent tool to show the teachers the use of the Individualized Career Plan in each subject area.

After a sample Individualized Career Plan was developed, students were used to evaluate the materials. By sampling the Individualized Career Plan with a group of students, it was easier to evaluate the initial format of the program before mass production of the materials was started. Some Individualized Career Plan activities were found to be effective and others were too long, too complex, or too difficult for some students. Since most of the Individualized Career Plan activities were done in small groups, field testing provided an opportunity to coordinate existing career guidance materials and activities with the students. Field sampling with students was important to the success of the Individualized Career Plan. Field test evaluations and recommendations were studied by the program development team before agency-wide implementation of the Individualized Career Plan started. Many of the materials were adapted to fit time and resource restrictions.

**Staff Involvement**

A major objective of the program development team was to help the faculty understand the purpose and role of the Individualized Career Plan. Teachers are often skeptical of new programs because of fear of added demands on their time, resources, class time, and effort. Through effective communication, the faculty can use the Individualized Career Plan as a tool to tie classroom work with a student's career goals. When the teachers saw the
potential benefits of the Individualized Career Plan program, about half the teachers have become interested in the program.

Supportive teachers provide a terrific resource for career development by infusing career education into the curriculum. Many of the Individualized Career Plan activities are done in the classroom with teachers involved. The career resource center of Effingham High School was also adapted to accommodate use by classrooms. When properly organized and expanded, the career resource center can accommodate use by large groups of students.

Administrator's Role

The administrators have much to do with the success of the Individualized Career Plan program. As the educational leaders of the school, the administrators can show a commitment to the Individualized Career Plan in several ways. The allocation of school district resources of time, money, and materials show the administrators' support of the Individualized Career Plan. The development and implementation of the Individualized Career Plan required released time for the program development team. The program development team needed time to meet, evaluate, and visit three field test sites. Although the Individualized Career Plan program required a minimum of expense for the school district, money was needed for printing and other expenses. The classroom use of the career resource center required the purchase of some audio-visual materials, career education publications, and other resource materials. The administrators also provide leadership by showing support of the Individualized Career Plan in department meetings, faculty meetings, and workshops. The administrators play an important role in the success of any new program. The success or failure of programs like the Individualized Career Plan is often determined by the amount and quality of support given by the administrators.
School Community Relations

Because most parents are interested in their children, the Individualized Career Plan program can be explained to the parents through P.T.A., newsletters, and high school orientation. Parents are active participants in some of the Individualized Career Plan activities and can understand the goals and objectives of the program. Since the Effingham High School implementation started with the 1984-85 freshmen class, most of the program was explained through the existing structure of high school orientation. Parents are encouraged to review their child's Individualized Career Plan and to help with their child's career development.

Any program that is valuable to students and is relatively inexpensive to the school provides a great medium for positive public relations. It is the school's responsibility to inform the community of the Individualized Career Plan program. The media is anxious for information about schools because school news is important in the local community. The potential use of the Individualized Career Plan for public relations is limited only by the imagination of the personnel involved.
CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

This study of the Individualized Career Plan, has led the writer to conclude that such a plan is a valuable tool to coordinate career education and career guidance programs in schools. Through the years the educational system has responded to the perceived needs of learners by creating a variety of programs, courses, and services. Federal and state legislatures have poured money into many programs, including vocational education and career education. Times have changed, and now there is a need to coordinate these programs. With decreasing financial support for education, the Individualized Career Plan offers a cost-effective method to structure and to organize the educational resources of the school district.

Effingham High School offers a variety of career education and career guidance materials in the curriculum for students. With the successful implementation of the Individualized Career Plan, students are guided through a series of activities to effectively and efficiently utilize the potential educational resources of the school. Collecting career awareness and career planning activities in a single location helps students with their career search and their career decision-making. The Individualized Career Plan serves as a catalyst for utilizing student feedback to modify interests, goals, and ways to pursue them.

Probably the greatest benefit of implementing the Individualized Career Plan was to revitalize the career guidance program. Through examination of the existing program, some changes in career guidance are needed to
make the best use of the Individualized Career Plan. One of the most difficult areas of concern was increased contact with the freshman class members. Many of the Individualized Career Plan orientation activities bring the freshmen into the career resource center and into contact with the guidance personnel. During the first semester, it has been difficult to find time to spend in the freshmen classes. With the structure of the Individualized Career Plan, freshmen are given much greater exposure to the career resource center and their counselor.

Effingham High School students are given a variety of vocational interest assessments during their high school years. Without the Individualized Career Plan format, there was little coordination or comparison of data from the different instruments. By collecting this data in a single file, students can make better use of the data.

The Individualized Career Plan program has resulted in many changes in the existing career guidance program. With the organizational features of the Individualized Career Plan, the Effingham High School guidance staff better meets the needs of the students. Evaluation data supported the value of the Individualized Career Plan because the guidance staff was reduced through the elimination of one position, it had become more difficult to find time for some of the career guidance activities. It had become easy to be resistant to change and to new programs because of the excuse that there was not enough time. Maintaining existing services without new programs was one way to cope with the increased demands on the counselors' time. Many of the time-consuming, routine duties of the guidance personnel can be done by the guidance secretary. As an indirect result of the Individualized Career Plan, the guidance secretary has now assumed more responsibilities in many areas. The Individualized Career
Plan helped organize the counselors' time to best meet the needs of the students and the administration.

The Individualized Career Plan has helped inject new life into career guidance. The planning and implementation phases of the Individualized Career Plan program have been important in evaluating existing services. With the student, parent, and counselor evaluation features of the Individualized Career Plan, the career guidance program is evaluated at every opportunity. Through evaluation, the Individualized Career Plan will evolve into a program that is receptive to the needs of students.

Data supports the author's feeling that the Individualized Career Plan was beneficial to students and teachers. This program helped students relate their formal learning experiences to their career goals. By understanding the relationship of school learning experiences to career goals, students have a greater interest in their course selection and in their education. The success of the first year of the Individualized Career Plan was reflected in a summary of the evaluation data of Effingham High School Freshman Class:

1. Sixty-three percent (119 of 188) agreed the Individualized Career Plan assisted students in realizing the relationship of education to the world of work.

2. Seventy-seven percent (145 of 188) agreed the Individualized Career Plan assisted students in planning their vocational future.

3. Eighty-nine percent (167 of 188) agreed the Individualized Career Plan assisted students in planning their educational future.

4. Ninety-five percent (179 of 188) agreed the Individualized Career Plan helped students make effective use of the Career Resource Center at Effingham High School.

5. Seventy-seven percent (145 of 188) agreed the Individualized Career Plan assisted students in becoming aware of occupational opportunities and job requirements.
6. Seventy-nine percent (149 of 188) agreed the Individualized Career Plan assisted students in learning about major occupational fields and how to gain entry into desired fields.
APPENDIX A

The occupational information program in Effingham Community Unit School District 140 is based on developmental concepts appropriate to each child's needs. It is appropriate to encourage awareness of the Community and various occupational roles that are performed by parents, friends, and relatives, as awareness of the world of work is of prime importance in these grades.

The following general objectives have been established.

Students should:

1. Identify career interests and abilities.
2. Identify occupational life styles of their parents, friends, relatives, and teachers.
3. Demonstrate an awareness of values and life styles of various occupations.
4. Explore a variety of career options in the community.
5. Be exposed to information and exploratory career development experiences.
6. Learn to get along and work with peers.
7. Develop a positive attitude toward work, school, and the community.
APPENDIX B

The purpose of this scale is to help the agency determine its readiness to implement Individualized Career Plans (ICPs). The results will be used to plan activities that will improve the career development process for students in the agency. Please respond to each question by circling the answer you consider to be most descriptive.

<table>
<thead>
<tr>
<th>Degree of Implementation</th>
<th>Degree of Importance</th>
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</thead>
<tbody>
<tr>
<td>Rate the degree to which each item exists and is being used in the agency.</td>
<td>How important do you think this item is?</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
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</tbody>
</table>

I. Student Background Information

A. Does the agency have an effective process for obtaining biographical information about each student's:

1. age, grade, group test data
2. emerging career interests and goals

B. Do counselors, teachers, and advisors use the biographical information when they meet with students?

C. 1. Is there a system for students to change this biographical information as they progress through their school program?
2. Do students use this system?

II. Student Assessment of Interests and Aptitudes

A. Do all students take a career interest inventory?

B. Do all students take a career aptitude test?

C. Do all students meet with a counselor/advisor to discuss the results of interest/aptitude testing?

D. Do parents receive information about the results of interest/aptitude testing? How?
E. Do students use Information sources for career exploration:

1. career resource library
2. computerized career information system
3. career guest speakers
4. field trips
5. job shadowing/internships
6. other (please specify): __________________________________________________________

III. Career Planning Activities

A. Do students have individual help to translate biographical information, interests, and aptitudes into career goals?  

B. Do students complete a sequential course of study (e.g., 4-year plan, 2-year plan)?

C. Is it clear to students how courses in the agency are sequenced for entry into the labor market or for further education in the following areas:

1. Agricultural Occupations
2. Home Ec Occupations
3. Industrial Occupations
4. Business, Marketing, Management Occupations
5. Health Occupations

D. Do students utilize vocational sequences to plan their course of study when applicable?

E. Do students use information that will help them determine educational services related to their career goal:

1. Area Vocational Center course descriptions and programs
2. Community College course descriptions and programs
3. University course descriptions and majors
4. Apprenticeship Information
5. Military Training
6. Private Trade and Technical Schools
### Degree of Implementation

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<th>Degree of Importance</th>
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### Degree of Importance

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<tr>
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<td>Not Important</td>
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<tr>
<td>2</td>
<td>Important</td>
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<tr>
<td>3</td>
<td>Essential</td>
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#### F. Is the information available in questions III. C, D, and E periodically discussed with students in relationship to their emerging career goals?

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#### G. If asked, could students describe:

1. their emerging career goals?
2. the education and training needed to obtain the career goal?
3. sources of education and training related to their career goal(s)?
4. employment conditions related to their career goal (job market, salary, work environment, etc.)

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#### H. Is there a method for identifying special learning needs to students related to their career goals (reading skills, math skills, sociability skills, physical adaptations)?

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#### I. Is there a systematic method for helping students obtain the support services required to meet their special needs?

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#### J. Do students participate in activities that will develop pre-employment skills (e.g., resume development, interview techniques, job search skills)?

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### IV. Review and Revision

#### A. Is there a systematic process for students to periodically review their stated career goals and revise their educational plans according to new interests?

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#### B. Are target dates specified for each student for the review of their career plans and related services?

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#### C. Do students use assessment techniques to reassess abilities, interests and aptitudes as their career goals change?

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</table>
V. Coordination and Communication

Review Sections I-IV of this questionnaire.

A. Does each student have a written career plan that summarizes the results of the activities described in Sections I-IV?

<table>
<thead>
<tr>
<th>Degree of Implementation</th>
<th>Degree of Importance</th>
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<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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</table>

B. Does the agency have a method for coordinating the career related activities described in Sections I-IV?

| 1 2 3 4 5 | 1 2 3 4 5 |

C. Is there a method to communicate the student career goals/plans to relevant teachers and support service personnel?

| 1 2 3 4 5 | 1 2 3 4 5 |

D. To what degree are parents involved in the career planning process?

| 1 2 3 4 5 | 1 2 3 4 5 |

E. Do parents receive a copy of the student's career plan?

| 1 2 3 4 5 | 1 2 3 4 5 |

F. Are there established procedures for matching community services with student needs?

| 1 2 3 4 5 | 1 2 3 4 5 |
APPENDIX C

SAMPLE DOCUMENT B
INTERPRETATION OF ICP READINESS SCALE

The activities described in Sections I-IV of the ICP Readiness Scale will facilitate the ICP process. It is not necessary to have all of the components in place in order to implement ICPs. Each agency should decide the activities that are applicable for their students. Many of the activities may already be in place and may only need to be better coordinated to serve individual students. The ICP process can serve as a coordination and communication vehicle for an agency interested in the career planning needs of its students (Section V of the ICF Readiness Scale).

Each section of the ICP Readiness Scale should be reviewed to determine perceived strengths and weaknesses in the agency. Priorities for ICP implementation can be developed based on the results of the ICP Readiness Scale.

1. Tally the responses of each question. A separate tally should be conducted for each of the two columns "Degree of Implementation" and "Degree of Importance".

2. Calculate an average for each question by multiplying the number of responses for each rating by each response value. Add the multiplied values and divide by the total number of responses. In the sample above, the average would be (2.0 for Implementation) and (4.1 for Importance).

3. The averages should be reviewed for each item to determine strengths and weaknesses.

4. Several methods of interpretation could be used.

   a. Simple ranking of the average from high to low. A ranking should be developed for each category, "Implementation" and "Importance". The items ranked as lowest in implementation should be compared with their corresponding importance value. The reverse procedure could also be used, i.e., the items ranked as most important could be compared with their corresponding implementation values. Those items found to be high in importance and low in implementation should be given priority in development.

   b. The data could be graphed to give a visual analysis (see Sample Document E). In Sample Document E, the * represents the average response for implementation of each question and the ‹ represents the average response for the importance of each question. The data could be analyzed for each item and/or for each part.

   In Sample Document E, the agency task force reported that most elements of the career planning process were in place for:

   PART I Background Information
   PART II Assessment
   PART III Planning Activities

   However, the agency did not have the elements implemented for Section IV of the ICP Readiness Scale. Revision, or Section V of the ICP Readiness Scale. Coordination. The task force had rated all of these items as highly important. Therefore, the task force might designate Revision and Coordination activities as priorities in the Career Planning Process.
APPENDIX D
APPENDIX E

ICP FIELD TEST SITES

Sandy McCamy
Genoa Kingston High School
RR 1, Box 396
Genoa, IL 60135

Don Siefert
Carbondale High School
200 North Springer
Carbondale, IL 62901

Edith Miller
Deerfield High School
1959 N. Waukegan Road
Deerfield, IL 60015

Tom Boldrey
Kinetic Systems Corporation
11 Maryknoll Drive
Lockport, IL 60441

Gary McNaught
Illinois Valley Central High School
1110 Fletcher Lane
Chillicothe, IL 61523

Charles Finley, Hazel Loucks
Edwardsville High School
145 West Street
Edwardsville, IL 62025

Rose Ann Davis
Roxana Community Unit District 1
Chaffer & Thomas Sts.
Roxana, IL 62084

Hal Anderson
Shawnee Community College
Shawnee College Road
Ullin, IL 62992

Gary Vaughn/David Neice
Goreville Districts 18 and 71
Box 210
Goreville, IL 62939

Philip Viso, Jerry Bober
Board of Education City of Chicago
228 North LaSalle
Chicago, IL 60601

Robert Parker, Ardis Harnage
Lake County Area Vocational Center
19525 W. Washington St.
Grayslake, IL 60030

Emerson Ahrens, LeRoy Eicken
Rich Township High School
5000 Sauk Trail
Richton Park, IL 60471

Curtis Miller
Five County Vocational System
Box 146
Tamms, IL 62988
APPENDIX E
Freshman:

First Semester

I. ORIENTATION

A. Introduction of ICP
B. Use of ICP Folder
C. Completion of Permanent Record Card
D. Discussion of Counseling Services
   1. Services Provided for All Students
      a. Individual Interview
      b. Registration Seminars
      c. Group Seminars
   2. Services Available Upon Request
      a. Personal Social Counseling
      b. Academic Counseling
      c. Additional School and Career Counseling
E. Discussion of Grading System at Effingham High

II. REGISTRATION SEMINAR

A. Individual and School Planner
   1. Course Description Book
   2. Graduation Requirements
   3. Career and College Requirements
B. Registration Sheet
   1. Math and English Placement Process
   2. Foreign Language Aptitude Test Results
   3. Course Request Sheet
      a. School's Copy
      b. Parent's Approval/Change Request
   4. Four-Year Plan of Study

III. ORIENTATION WITH CAREER RESOURCE CENTER

A. Self-Directed Career Center Materials
B. Other Resource Materials
   1. Library
   2. Career Resource Center

IV. CAREER EXPLORATION ACTIVITIES

A. ACT Viesa Career Guide (1 Session)
B. Work Values (1 Session)
   1. Self-Evaluation
   2. Abilities Assessment
   3. Interests

V. COURSE REQUESTS FOR SECOND SEMESTER

Second Semester

VI. CLASSROOM UNITS IN CAREER RESOURCE CENTER
A. English Classes--
B. Health Classes-Career Awareness Activity
VII. HIGH SCHOOL COURSES RELATIONSHIP TO CAREERS

VIII. REGISTRATION FOR 10th GRADE

IX. ICP SUMMARY SHEET

A. Evaluation of Activities
B. Checklist of Completed Activities

Sophomore:
First Semester
I. INDIVIDUAL INTERVIEW

A. Update of Permanent Record Card
   1. Self-Evaluation
   2. Activities List
   3. Personal Data
   4. Post High School Plans
B. Use of the ICP
   1. Class Rank and GPA
   2. Examination of Four-Year Plan
   3. Examination of Career Activities
   4. Examination of Summary

II. CAREER GUIDANCE INFORMATION SERVICE (CGIS)

A. Holland's Interest Inventory
B. Interpretation of Values, Interests, Ability
   1. Career Cluster Worksheet
   2. Career Information Request
C. Optional Information
   1. College Search
   2. Military Search

III. ARMED SERVICES VOCATIONAL APTITUDE TEST

A. Administration 3 Hours
B. Interpretation of Results 30 Minutes

IV. CAREER RESOURCE CENTER ACTIVITIES

A. English-Speech on Career Choice
   1. High School Preparation
   2. College Selection
   3. Cost
   4. Job Forecast

V. COURSE REQUESTS FOR SECOND SEMESTER

Second Semester

VI. WORK VALUES CLARIFICATION 1 SESSION

A. Occupation Outlooks Handbook
VII. CAREER CHOICE WORKSHEET 1 SESSION

A. High School Preparation
B. Post High School Training Needed

VIII. REGISTRATION FOR 11th GRADE

IX. ICP SUMMARY SHEET
A. Evaluation of ICP Activities
B. Checklist of Completed Activities

Junior:
First Semester
I. GROUP SEMINAR ACT CAREER PLANNING PROGRAM 3 HOURS
A. Career Goals
   1. Interests
   2. Abilities
   3. Skills
B. Interpretation of Results 1 Hour
   1. Use of Career Resource Center
   2. Self Directed Career Center

II. ICP ACTIVITIES
   A. Career Clusters Handout
   B. Occupational Outlook Handbook Worksheet
   C. Career Search Worksheet 1 Hour

III. COURSE REQUESTS FOR SECOND SEMESTER
Second Semester

IV. INDIVIDUAL INTERVIEW
   A. Update of Permanent Record Card
      1. Self-Evaluation
      2. Activities Checklist
      3. Personal Data
      4. Post High School Plans
   B. Use of the ICP
      1. Class Rank and GPA
      2. Four-Year Plan Revision
      3. College-Vocation Search

V. ACT PREPARATION TALK
   A. Presentation on ACT Test 1 Hour
   B. Worksheets with Sample Test Items
   C. Interpretation of Results

VI. REGISTRATION FOR 12th GRADE

VII. SUMMARY SHEET
   A. Evaluation of Activities
   B. Checklist of Completed Activities
Senior:
First Semester

I. INDIVIDUAL INTERVIEW

A. Graduation Checklist
B. Review of Student's Plans and Records
C. Completion of ICP
   1. Decision Sheet
   2. Guidance Questionnaire
   3. ICP Objectives
D. Class Rank and GPA

II. CAREER RESOURCE CENTER ACTIVITIES

A. Post High School Career Preparation
   1. On the Job
   2. Apprenticeship
   3. Fine Arts, Business, Trade, and Tech. Schools
   4. Military
   5. Community College
   6. Four-Year College and Universities
B. College Admission Checklist
C. Financial Aid Checklist

III. EVALUATION OF ICP

A. Individual Items in the Program
B. Total ICP Program
C. Questionnaire
Implementation Calendar

**Junior:**

<table>
<thead>
<tr>
<th>Month</th>
<th>Event</th>
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<tbody>
<tr>
<td>August 86</td>
<td>Student Self-Scheduling</td>
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<tr>
<td>September 86</td>
<td>ACT Career Planning Program 4 hours</td>
</tr>
<tr>
<td>November 86</td>
<td>ICP Activity</td>
</tr>
<tr>
<td>December 86</td>
<td>Registration for 2nd semester</td>
</tr>
<tr>
<td>January 87</td>
<td>Student Self-Scheduling Individual Interview</td>
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<tr>
<td>March 87</td>
<td>ACT preparation activity Registration for 12th grade</td>
</tr>
<tr>
<td>May 87</td>
<td>Evaluation of Individualized Career Plan</td>
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**Senior:**

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<thead>
<tr>
<th>Month</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 87</td>
<td>Student Self-Scheduling</td>
</tr>
<tr>
<td>September 87</td>
<td>Individual Interview</td>
</tr>
<tr>
<td>October 87</td>
<td>Career Day at Lake Land College</td>
</tr>
<tr>
<td>December 87</td>
<td>Registration for 2nd semester Financial Aid seminar</td>
</tr>
<tr>
<td>January 88</td>
<td>Student Self-Scheduling</td>
</tr>
<tr>
<td>May 88</td>
<td>Evaluation of Individualized Career Plan</td>
</tr>
<tr>
<td></td>
<td>Pre-Graduation Questionnaire</td>
</tr>
</tbody>
</table>
Implementation Calendar

Freshman:

- **March 84**: 8th grade orientation
- **August 84**: Student Self-Scheduling
- **September 84**: Orientation to Career Resource Center
- **October 84**: ACT Viesa program
- **November 84**: Self exploration activities
- **December 84**: Registration for 2nd semester
- **January 85**: Student Self-Scheduling
- **February 85**: Self-directed career center
- **March 85**: Registration for 10th grade
- **May 85**: Evaluation of Individualized Career Plan

Sophomore:

- **August 85**: Student Self-Scheduling
- **September 85**: Update of Individualized Career Plan record
  - Individual Interview
- **October 85**: Career Guidance Information System materials 2 sessions
- **November 85**: ASVAB test
  - Self-directed career center
- **December 85**: Registration for 2nd semester
- **January 86**: Student Self-Scheduling
- **February 86**: Self exploration activities
- **March 86**: Registration for 11th grade
- **May 86**: Evaluation of Individualized Career Plan

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FOUR-YEAR CAREER PLANNING GUIDE

This is your four-year plan sheet. Careful planning now for the job you hope to have in the future will help you select the best high school courses for you. Different career goals require different preparation. You may need to change this plan as your career plans develop.

Remember, you must have four academic, plus P.E. A fifth subject may be selected. Courses typed in are required.

Please complete the following: My possible career goals at this time is ____________________. Courses which will help me reach this goal are selected below.

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Subject</td>
</tr>
<tr>
<td>English I</td>
<td>1</td>
</tr>
<tr>
<td>Math</td>
<td>1</td>
</tr>
<tr>
<td>*Health - xHistory</td>
<td>½</td>
</tr>
<tr>
<td>+Math</td>
<td></td>
</tr>
<tr>
<td>P.E.</td>
<td>½</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Subject</td>
</tr>
<tr>
<td>English III</td>
<td>1</td>
</tr>
<tr>
<td>Am. History</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>P.E.</td>
<td>½</td>
</tr>
</tbody>
</table>

* May be taken either semester
+ May be taken during the 10th, 11th or 12th years
x Recommended time; however, can be taken any time during the 4 years

16 credits are required for graduation: 15 must be earned in courses other than physical education and driver education. The U.S. and Illinois Constitution Tests must be passed.

| Eng. | 1 | 2 | 3 | Am. Hist. |
| Math | | | | Soc. Studies |
| Science | | | Cons. Ed |
| Health | | | Driver Ed |

### 1987 seniors have a 1 year math requirement
## REPORT CARD

**EFFINGHAM HIGH SCHOOL**

**EFFINGHAM, ILLINOIS**

**YEAR**

19__-19__

**NAME**

**GRADE**

### STREET

### CITY & STATE

### SUBJECTS

<table>
<thead>
<tr>
<th>SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH - RHETORIC</td>
</tr>
<tr>
<td>ILL HIST. - W. GEOG.</td>
</tr>
<tr>
<td>AM HIST. - SOC. PSYCH.</td>
</tr>
<tr>
<td>DEV. READING I, II, III</td>
</tr>
<tr>
<td>ALGEBRA - PL. GEOM. - MATH 12</td>
</tr>
<tr>
<td>BIOLOGY I, II</td>
</tr>
<tr>
<td>CHEMISTRY - PHYSICS</td>
</tr>
<tr>
<td>FRENCH - SPANISH</td>
</tr>
<tr>
<td>ART I, II, III</td>
</tr>
<tr>
<td>TYPING BEG. - TYP. I, II</td>
</tr>
<tr>
<td>GEN. BUS. - CON. ECON.</td>
</tr>
</tbody>
</table>

### MARKING PERIOD

<table>
<thead>
<tr>
<th>MARKING PERIOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>----------</td>
</tr>
</tbody>
</table>

### DAYS ABSENT 1ST COL. TIMES TARDY 2ND COL.

### SYSTEM OF MARKING

<table>
<thead>
<tr>
<th>SYSTEM OF MARKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - OUTSTANDING</td>
</tr>
<tr>
<td>B - ABOVE AVERAGE</td>
</tr>
<tr>
<td>C - AVERAGE</td>
</tr>
<tr>
<td>D - BELOW AVERAGE</td>
</tr>
<tr>
<td>F - FAILING</td>
</tr>
<tr>
<td>I - INCOMPLETE</td>
</tr>
</tbody>
</table>

### COMMENTS

1. TEACHER - PARENT CONFERENCE DESIRED
2. POOR ATTENDANCE
3. ASSIGNMENTS POORLY PREPARED
4. LACK OF EFFORTS, INATTENTIVE & DISCOURTEOUS
5. EXPERIENCES LEARNING DIFFICULTY
6. POOR TEST GRADES SHOWS IMPROVEMENT
7. THINKS AND WORK INDEPENDENTLY
8. USES TIME TO GOOD ADVANTAGE
9. FOLLOWS DIRECTIONS ACCURATELY

**WHITE** - FIRST MARKING PERIOD

**PINK** - THIRD MARKING PERIOD

**CANARY** - SECOND MARKING PERIOD

**GOLDENROD** - FOURTH MARKING PERIOD

---

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EFFINGHAM COMMUNITY UNIT NO. 40

MID-TERM REPORT

MIDDLE OF ___ GRADING PERIOD Date____________________

AT THE PRESENT TIME ____________________________ (STUDENT NAME) ____________ (GRADE LEVEL) IS MAKING UNSATISFACTORY PROGRESS

IN ____________________________ AND HAS EARNED A GRADE OF ___

REASONS ARE CHECKED BELOW:

____ DID NOT COMPLETE REQUIRED WORK
____ CARELESS IN (PENMANSHIP), (GRAMMAR), (SPELLING)
____ POOR ATTENDANCE/EXCESSIVE TARDINESS
____ FAILED TO MAKE UP WORK AFTER ABSENCE
____ COMES TO CLASS WITHOUT NECESSARY MATERIALS
____ POOR STUDY HABITS
____ LOW TEST GRADES
____ NOT WORKING UP TO ABILITY

OTHER COMMENTS:

PLEASE CALL THE SCHOOL TO ARRANGE FOR A TEACHER CONFERENCE

______________________________  ________________________________
TEACHER'S SIGNATURE  WHITE — Teacher's Copy

CANAARY — Parent's Copy  MANILA — Counselor's Copy
GRADE POINT AVERAGE

grade point average worksheet

1. List courses in column 1 (do not include p.e./driver education)
2. Record final semester grade for each course in column 2
3. Record grade points in column 3
4. Add the total number of grade points from column 3
5. Divide the sum by the number of courses in column 1.
6. This is your grade point average.

<table>
<thead>
<tr>
<th>COURSE column 1</th>
<th>LETTER GRADE column 2</th>
<th>GRADE POINTS column 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>total grade points</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

grade points ÷ number of courses = grade point average

A=4, B=3, C=2, D=1, F=0

approximate class rank range

<table>
<thead>
<tr>
<th>class rank percentile</th>
<th>estimated grade point average</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>3.400-3.600</td>
</tr>
<tr>
<td>25%</td>
<td>2.900-3.100</td>
</tr>
<tr>
<td>50%</td>
<td>2.300-2.500</td>
</tr>
<tr>
<td>75%</td>
<td>1.800-2.000</td>
</tr>
</tbody>
</table>
Individualized Career Plan Evaluation

Please respond by circling the number of the statement which best expresses your feeling or opinion on each item in the following list. If none of the possible choices represents your view, pick the one that comes the closest.

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. This activity was worthwhile.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I acquired no new knowledge during this activity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I would not recommend this activity to anyone else.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I am glad I completed this activity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The coordinator was unprepared.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The coordinator was unorganized.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The coordinator was clear and to the point.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The materials and activities in this lesson were not helpful.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The materials and activities were applicable to my needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The materials and activities were routine and boring.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. I don't know.  
2. I strongly disagree.  
3. I disagree.  
4. I agree.  
5. I strongly agree.
Effingham High School

Ninth Grade ICP Program Checklist

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Orientation to ICP and Effingham High School</td>
</tr>
<tr>
<td>2.</td>
<td>Registration seminar</td>
</tr>
<tr>
<td>3.</td>
<td>Orientation with Career Resource Center</td>
</tr>
<tr>
<td>4.</td>
<td>Career exploration activities</td>
</tr>
<tr>
<td>5.</td>
<td>Course Selection for 2nd Semester</td>
</tr>
<tr>
<td>6.</td>
<td>Classroom Units in Career Resource Center</td>
</tr>
<tr>
<td>7.</td>
<td>Relationship of High School Courses to Careers</td>
</tr>
<tr>
<td>8.</td>
<td>Registration for 10th grade</td>
</tr>
<tr>
<td>9.</td>
<td>ICP Evaluation</td>
</tr>
<tr>
<td>10.</td>
<td>Re-examination of Four Year Plan</td>
</tr>
</tbody>
</table>
Effingham High School

Student Evaluation of the Ninth Grade ICP Program

During the year, we have tried to give you an introduction to career education. In order to decide what job you want, you first have to know what you like, what you do well, and how you feel about what you do. Please rate the areas we have covered this year.

<table>
<thead>
<tr>
<th></th>
<th>Helpful</th>
<th>Not Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discussion of services, grades, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Registration Seminar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. course description book</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. career/collage requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. four year plan of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Orientation with the Career Resource Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Self-Directed Career Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Library/Career Resource Center materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Career exploration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. ACT Viess instrument</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. work values worksheets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Career Clusters Abilities and Interests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Registration for 10th grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Evaluation of ICP activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. four year plan examination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. stating present career goals</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Evaluation

Directions: Listed below are a number of statements concerning the Individualized Career Plan program. Please read each statement carefully and indicate your reaction according to the following scale.

If you strongly agree with the statement, circle SA.
If you agree with the statement in general, circle A.
If you are uncertain about your feelings, circle U.
If you disagree with the statement, circle D.
If you strongly disagree with the statement, circle SD.

THE INDIVIDUALIZED CAREER PLAN HAS ASSISTED ME...

1. In understanding the contributions of various occupations to society.
2. In understanding that there is dignity in all jobs well done.
3. In improving my attitudes toward work.
4. In realizing the relationship of education to work.
5. In becoming aware that formal education is a continuous process and should not stop when completing high school.
6. In becoming aware of educational training opportunities in my areas of interest.
7. In planning my vocational future.
8. In planning my educational future.
9. In becoming more involved in my own education.
10. In learning what points to consider in an occupation.
11. In exploring ways to become aware of occupational opportunities and job requirements.
12. In learning about major occupational fields and how to gain entry into my desired field.
13. In exploring the tasks to be performed in a variety of occupations.
14. In gaining a better understanding of personal and fringe benefits to be derived from work.
15. In making effective use of the Career Resource Center.
Bibliography


